

**Vancouver Senate Admissions Committee**

**MINUTES OF 27 APRIL 2022**

**10:00 a.m. – 12:00 p.m.**

**Via zoom**

- Attendance:** Prof. Carol Jaeger (Joint Faculties Representative, Faculty of Applied Science, Chair)  
Dr. James Charbonneau (Associate Dean, Faculty of Science)  
Dr. Joanne Fox (Faculty of Science – Joint Faculties Representative)  
Dr. Joey Hoegg (Associate Professor, Faculty of Commerce and Business Administration)  
Dr. Sandra Jarvis-Selinger (Associate Dean, Academic, Faculty of Pharmaceutical Sciences)  
Mr. Brendan Morey (Assistant Dean, Student Administration & Awards, Faculty of Graduate and Postdoctoral Studies)  
Dr. Steven Pelech (Faculty of Medicine Representative)  
Dr. Laura Moss (Associate Dean, Students, Faculty of Arts)  
Dr. Kate Ross (Associate Vice-President and Registrar, Enrolment Services)  
Mr. Sam Saini (Associate Registrar, Undergraduate Admissions and Student Recruitment & Advising, Enrolment Services)  
Dr. Zhaoming Xu (Associate Dean, Academic, Faculty of Land and Food Systems)
- Regrets:** Dawson Born (Faculty of Medicine – Student Senator)  
Dr. Ingrid Price (Faculty of Pharmaceutical Sciences Representative)  
Dr. Shahin Shirzad (Assistant Dean, Admissions, Faculty of Medicine)  
Keanna Yu (Student Senator)  
Ms. Angela Zhao (Convocation Senator)
- Guests:** Steven Barnes (Program Director, Neuroscience)  
Gareth Coughlin (Manager, Enrolment Services | Allard School of Law)  
Viki Koulouris (Manager of Admissions, Faculty of Dentistry)  
Tim Laidler (Veterans Transition Program-Operations Coordinator)  
Liora Lazarus (Professor, Allard School of Law)  
Debbie Lin (Manager, Transfer Credit | Enrolment Services)  
Kavita Mathu-Muju (Associate Professor, Faculty of Dentistry)  
Laurie Miller (Associate Director, Academic Programs | Institute for Veterans Education and Transition [IVET])  
John Popham (Director, Admissions and Recruitment | Allard School of Law)  
Jeremy Schmidt (Director, Dean's Office | Allard School of Law)
- Secretariat:** A. Breen and B. Menard

**ITEM 1: CALL TO ORDER AND LAND ACKNOWLEDGEMENT**

The Chair called the meeting to order at 10:03 a.m.

## ITEM 2: APPROVAL OF THE AGENDA

The agenda was amended to add for approval the amended and restated MOU between UBC Allard School of Law and the University of Melbourne, Melbourne School of Law. The amended agenda was approved by general consent.

## ITEM 3: MINUTES OF THE MEETING OF 26 JANUARY 2022

A correction was noted to the spelling of the name of a guest present at the Jan. 26 meeting.

The Chair called for a motion as follows:

<i>S. Pelech Z. Xu</i>	}	<i>That the Minutes of 26 January 2022 be approved, as amended.</i>
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Approved, 1  
abstention

## ITEM 4: BUSINESS ARISING FROM THE MINUTES OF 24 NOVEMBER 2021

None.

## ITEM 5: JURIS DOCTOR – ADMISSION REQUIREMENTS (approval)

The Chair invited guests from the Allard School of Law to present the proposal to no longer eliminate an applicant's lowest 6 or 12 credits from the calculation of the admission average. The proponents stated that the change is proposed in order to move towards a holistic and broad-based review of applicants' transcripts and admission average. The School has been using a more broad-based approach since 2019, and more changes to the admission process are expected in the near future. The proponents stated that the practice of eliminating credits from the calculation of the admission average is extraordinarily time-consuming and inefficient, does not produce any demonstrable difference in candidate offers or class composition, and precludes the School from securing the best applicants by delaying their offers.

The Calendar entry was revised to read as follows:

"All courses completed towards an undergraduate degree will be considered for admission. Courses in progress **at the time of application** ~~during the final year of an undergraduate program~~, will not be used in the calculation of the admission GPA."

The Chair called for a motion as follows:

<i>S. Pelech</i> <i>K. Ross</i>	}	<b><i>That the Committee approve and recommend to Senate for approval changes to admission requirements for applicants to the Juris Doctor program, effective for admission to the 2023 Winter Session and thereafter, as amended.</i></b>
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Approved

#### ITEM 6: DOCTOR OF DENTAL MEDICINE - INDIGENOUS ADMISSION PATHWAY (approval)

The Chair invited V. Koulouris and K. Mathu-Muju to present the proposal. The proponents stated that Indigenous peoples remain heavily underrepresented in health professions, both in educational programs and in practice. Since the establishment of UBC's Faculty of Dentistry in 1964, there have been very few self-identified Indigenous graduates in the DMD program and the clinical specialty programs. This underrepresentation contributes to ongoing health disparities and barriers to accessing oral healthcare. Therefore, identifying strategies to increase representation of Indigenous peoples in dental education and practice is a primary goal of the Faculty of Dentistry. Increasing the number of potential applicants who self-identify as Indigenous and creating pathways that remove legitimate barriers to their success would allow a consideration of a larger number of Indigenous applicants, students and graduates in all Dentistry programs.

The proposed changes are the result of year-long discussions within Dentistry's Indigenous Working Group that includes member representation from UBC Dentistry faculty and students, UBC at-large, and the community. The proposal has been approved by the DMD Admissions Committee and supported by Dentistry's Faculty Council.

The Committee raised concerns regarding documentation required for proof of ancestry and asked the Senate staff and the proponents to consult with Allison Beardsworth (Associate Director, Strategic Indigenous Enrolment Initiatives) for more appropriate language.

The Calendar entry was revised to read as follows:

#### ***Admission***

...

**Domestic Applicants from the Yukon, Nunavut or Northwest Territories will be considered in-province candidates.**

**Indigenous Applicants**

**The Faculty of Dentistry welcomes applications from qualified Indigenous applicants from Canada and the United States (Status Indian, Non-Status Indian, Métis, and Inuit). The Indigenous admission process of the Faculty has a limited number of reserved seats in the first year [DMD Undergraduate program](#).**

**Applicants in the Indigenous category are required to provide evidence of their Indigenous identity; this can be a photocopy of an enrolment card, an ancestry document, or any other document from the federal, provincial, territorial or Indigenous government that supports the applicant's self-identification.**

**Applicants who identify as Non-Status, should contact the Admissions Office at [admissions@dentistry.ubc.ca](mailto:admissions@dentistry.ubc.ca)**

**The application will also be automatically considered under the General Category.**

**For further information please contact [admissions@dentistry.ubc.ca](mailto:admissions@dentistry.ubc.ca)**

**A limited number of international applicants may be admitted to the DMD program.**

The Chair called for a motion as follows:

<i>J. Fox K. Ross</i>	<i>} That the Committee approve and recommend to Senate for approval the Indigenous Student Admission Pathway for admission to the Doctor of Dental Medicine program, effective for entry to the 2023 Winter Session and thereafter, as amended.</i>
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Approved

**ITEM 7: BACHELOR OF SCIENCE – FIRST-YEAR FOCUS (FYF) OPTION (approval)**

The Chair invited Dr. Charbonneau to present the proposal. The FYF option was launched in 2021W and is not yet reflected in the Calendar. The FYF option is for students who want to be part of a smaller academic community. Students enroll in a standard timetable of core course and take additional electives in each term to meet the requirements for their desired specialization and promotion to Year 2 of UBC Science. All FYF students attend their standard timetable lectures as a cohort and have access to a study space, creating a smaller social and learning community within first-year science. Students also have access to

designated cocurricular programming such as mentorship, events, and networking opportunities. Admission to the FYF option requires a separate application.

Dr. Charbonneau stated the Faculty is evaluating the outcomes and that the intent of the option in part is to provide a more flexible first-year option.

The Chair called for a motion as follows:

<i>J. Fox</i> <i>S. Pelech</i>	}	<i>That the Committee approve and recommend to Senate for approval the Calendar entry on the First-Year Focus Option for the Bachelor of Science program.</i>
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Approved

#### ITEM 8: SUSPENSION OF ADMISSION – BACHELOR OF SCIENCE, BEHAVIORAL NEUROSCIENCE (approval)

The Chair invited S. Barnes to present the proposal to suspend admission to the Behavioural Neuroscience Major and Minor. The Honours option and Co-op will not be suspended until the final cohort of Behavioural Neuroscience students graduates

The new BSc specialization in Neuroscience, which will accept its first cohort of students for 2022W, has incorporated the key elements of the current Behavioural Neuroscience specialization and there is a ‘Behavioural and Cognitive Neuroscience’ area of emphasis in the new Neuroscience specialization. Accordingly, the Behavioural Neuroscience Major and Minor are no longer admitting new students as of 2022W.

The Chair called for a motion as follows:

<i>S. Pelech</i> <i>S. Jarvis-Selinger</i>	}	<i>That the Committee approve and recommend to Senate for approval suspension of admission to the Bachelor of Science in Behavioural Neuroscience, effective for the 2022 Winter Sessions and thereafter.</i>
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Approved

#### ITEM 9: PRIOR LEARNING/EXPERIENCE RECOGNITION FOR CANADIAN ARMED FORCES (CAF) VETERANS AND MEMBERS – ELEV/PLAR ELECTIVE CREDITS (discussion)

The Chair invited T. Laidler and L. Miller to present a proposal for Prior Learning/Experience Recognition for Canadian Armed Forces (CAF) Veterans and Members: ELEV PLAR Elective Credits, noting that it is for discussion only. The chair noted that Prior Learning

Assessment and Recognition (PLAR) is currently not common at UBC. IVET has existed at UBC as a research project called the Veteran's Transition Program, within the Faculty of Education under Dr. Mark Westwood. The basis of the program is connected to counseling psychology and overcoming trauma. It was noted that having a background as a student before enrolling in the military helps service members to transition to civilian life.

Historically, members have been able to enroll at age 16 with a grade 10 education. The proponents noted that finding meaningful, purposeful careers after the military can be a challenge; after 20 years in the service, individuals leave the military with the grade 10 education that they had when they entered the service. Completing post-secondary education equivalent to their standing in the military can take years, so the proposal aims to provide assistance by recognizing the learning done while serving in the military. It was further noted that from a social justice perspective, education has been used in the military institution to stratify people into classes.

IVET is part of a national consortium of institutions from across Canada that are looking to do what is being proposed. Fellow institutions are looking to develop mechanisms to support veterans and currently serving members. There is a national program that is connected with the Canadian Armed Forces to support veterans in transition. However, the program is specific on what credits can be transferred. The intent of the current proposal is to develop a process that allows block transfer of credits into specific programs. The proposal seeks to be flexible and open in recognizing the knowledge, skills, world experience, and education that potential applicants are bringing with them. The proposal is intended for both campuses, starting with Vancouver, and it seeks to make it possible to award 30 credits, akin to a year of fulltime of study. A number of other programs, from other institutions, only recognize past education which is primarily only helpful for the "officer class" of applicants, rather than the "non-commissioned members". The proposal does not seek to replicate what the national program is already doing, but rather to bring something that is purposefully made at UBC and that is flexible.

The question was posed about what does UBC as an institution needs to do with its PLAR policy because it was noted that the current policy does not offer clarity about handling this sort of proposal. It was noted that it will take some work to operationalize what is proposed.

It was asked whether the University has enough veteran-specific supports and also what sort of supports would need to be added. Keeping those questions in mind, it was encouraged that any subsequent proposal include details about supports. IVET and the Institute for Veterans Education & Transition office liaises with the offices that provide those supports, to ensure they are in place.

It was asked which faculties applicants could join, whether they would be assessed as mature applicants and given range of education among the applicants, whether those who entered service at 16 with a grade 10 education would be properly prepared for the rigor of study at a university. In response, it was stated that two potential options have been considered, namely that the applicants who joined at 16 and did not graduate high school would be encouraged to enroll in the 15-credit Veterans Transition Certificate in International Development and Human Security. The rest of the applicants may already have one year of post-secondary education and these individuals would apply via the regular admissions process directly into a specific faculty and program. The only difference for this group of applicants compared to

others is that they would also be applying for PLAR credits that would be used primarily for electives.

It was asked how these credits would be used in instances whether an undergraduate degree does not have 30 credits of electives, such as with a Bachelor of Science. It may therefore turn into a situation whether applicants cannot use the PLAR credits that they are awarded, which may set in expectations that cannot be met. In response, it was noted that depending on the career path of the applicant, the PLAR assessment can look at specific courses and the Institute for Veterans Education & Transition office would work with the respective faculty to translate some of the PLAR credits into ones that can be used for specific courses. This translation can take place once an individual is admitted and they have decided their program of study. The chair emphasized that it would need to be exceedingly clear how and where PLAR credits could be used. Some professional programs already have limits on the number of transfer credits that can be used, so it would be essential to be clear and transparent. Similarly, any program that has placement further into the degree, attention would need to be paid to where PLAR credits could be applied because applying too many in first year could result in not having a basis to be evaluated for specializations.

It was noted that some programs already use PLAR, such as the Flexible Pharm.D. and it was significant work to establish the PLAR processes for this program. The program has learned that having clear, reliable processes is essential. Adding information to the Academic Calendar was beneficial both for students and for the Faculty. Providing this transparent information also helped to avoid and resolve any appeals. Admittedly, there are still instances with case-by-case assessment is required, but, over time precedents are established so the need for individual assessments is reduced as well as the department-level workload.

It was noted that the UBC Vancouver nursing program also allows PLAR credits. It is a unique program where students are admitted into year three. It is possible that some veterans may be interested in studying nursing, so this degree is an existing option. But the question arises whether 30 elective credits count towards the nursing prerequisites, as the admission requirement is for 48 credits of non-nursing courses. It was also noted that the 30 PLAR credits would be non-academic credits, so this would require some more consideration.

In response to earlier discussion, it was confirmed that applicants applying for a degree program would need to meet high school level requirements such as chemistry, physics and math. Veterans would need to make sure that they take those courses at the high school level or high school upgrading level at a college.

It was asked what should be done now, as PLAR is not widely utilized at UBC. The proponents would like to see it made available in this specific instance, but it would likely have greater application. In response, Dr. Ross noted that there should be a small working group that looks at the policy-related issues and figure out how best to do this. The proponents would be invited to be part, along with Sam Saini and Debbie Lin, and possibly someone from the Senate Office. It was noted that while reviewing PLAR with a Workday lens, that there are inconsistencies in how it is being applied. Dr. Ross further noted that rather than looking at PLAR on an institutional-level, that it would be best to start with one or two program areas and to use learnings from those to guide and advise further implementation. In response, the chair noted that professional programs likely should not be included in the initial pilot. Dr. Ross noted that she would meet with Undergraduate Admissions before proceeding with any

next steps, following which she will connect with the proponents to discuss how best to move forward.

#### ITEM 10: OTHER BUSINESS

None.

#### ITEM 11: NEXT MEETING

The next regularly scheduled meeting will be held on 11 May 2022.

#### ITEM 12: ADJOURNMENT

The regular meeting was adjourned at 11:30 a.m.

#### ITEM 13: CATEGORY 2 CHANGES (circulated for email approval)

The following proposals were approved by email:

- a. Master of Arts, School and Applied Child Psychology – Admission Requirements
- b. Doctor of Philosophy, School and Applied Child Psychology – Admission Requirements
- c. Bachelor of Science | UBC Langara Indigenous Transfer Partnership – Admission Requirements
- d. Bachelor of Science, Data Science – Admission Requirements
- e. Master of Science and Doctor of Philosophy, Women+ and Children's Health Sciences – Admission Requirements
- f. Bachelor of Design in Architecture, Landscape Architecture and Urbanism – Admission Requirements

#### ITEM 14: STUDENT APPEALS

The Committee considered two student appeals for admission. One appeal was dismissed and one appeal was sent back to Undergraduate Admissions to clarify what had been communicated to the appellant regarding and ELAS exemption and more information on the competitive admission requirements for the program.